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ABSTRACT

The adviser's job is difficult; turnover for new activity directors and class or club advisers is high. This guide was prepared to help new high school advisers face the many demands they will encounter. Although initially prepared with a specific school district in mind, it includes practices, procedures, forms, and ideas that could be used by advisers at any high school. The manual contains seven chapters. Chapter 1 attempts to orient the new adviser by explaining the purpose of high school activities, the benefits of activities, and answers some common questions on student involvement. The second chapter lists some of the qualities that make a good adviser, while chapter 3 outlines the mechanics involved in year-long planning and in individual activity planning. The next chapter gives some general guidelines for getting started. The fifth chapter contains lists of suggested activities for each month of the school year. Chapter 6 explains the guidelines needed for successful fund raising and lists types of fund raising that are possible. The last chapter features numerous activities forms, such as request forms and evaluation forms, which are reproducible. (RJM)

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SURVIVAL GUIDE

FOR CLASS AND CLUB ADVISERS

Prepared by Joanne Laird

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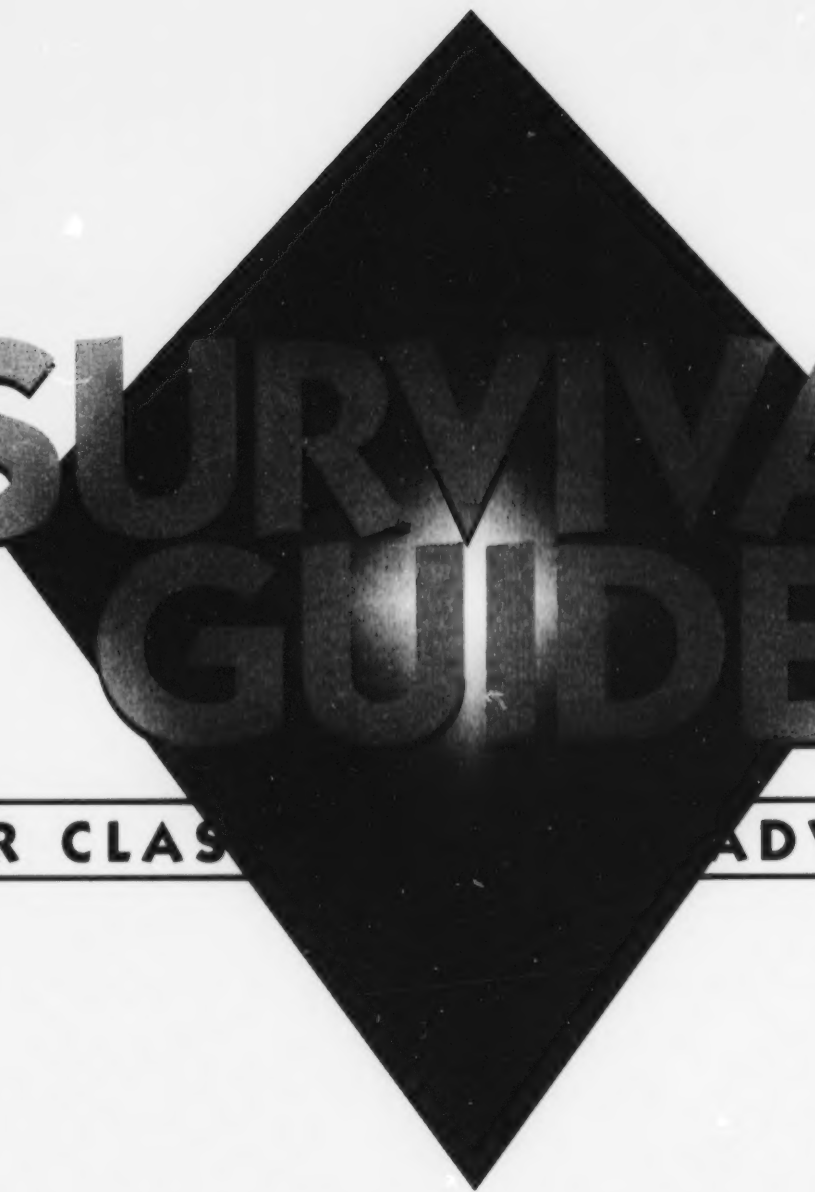
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Student Activities

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SURVIVAL GUIDE

FOR CLASS ADVISERS

Prepared by Joanne Laird

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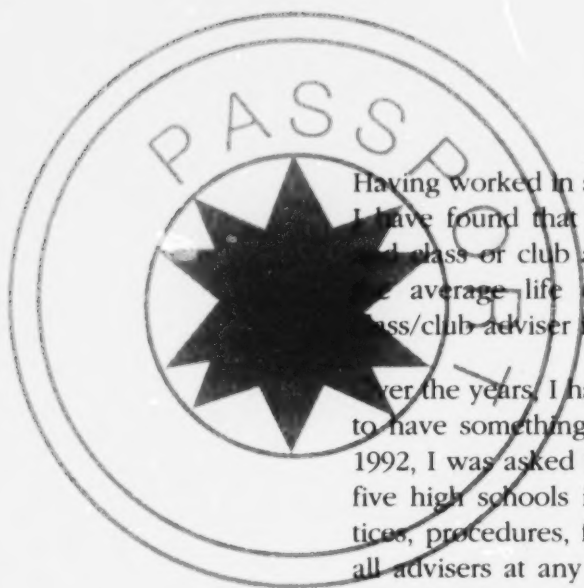
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INTRODUCTION



Having worked in student activities for more than 20 years, I have found that the turnover for new activity directors and class or club advisers is high. In California, it is said the average life expectancy of an activity director or class/club adviser is nine months!

Over the years, I have found it helpful for activity directors to have something in writing to give to new advisers. In 1992, I was asked to put together a Survival Guide for the five high schools in my district that would include practices, procedures, forms, and ideas that could be used by all advisers at any high school. At the beginning of each school year, I revise the beginning of my handbook with new dates, then I re-issue it to all returning advisers. Next, I have a luncheon meeting with all new advisers and I go over the parts of this handbook that they must know to "survive" their first year.

Having served as president of the California Association of Directors of Activities, I have had the opportunity to see many procedures in place. That helped me select those that work best for me. Much of the material in this booklet was secured by "BBS" (beg, borrow, steal!) from the CADA Activity Directors Handbook, as well as materials from Earl Reum and NASSP and the sharing that happens when activity directors get together.

Joanne Laird
Assistant Principal
Monta Vista High School
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What Does It All Mean?

The adviser's job is difficult, but exciting and full of many rewards. It begins and ends with commitment. Without a pledge by all advisers to commit themselves to the cause of student activities, the suggestions presented here are meaningless.

The student activities program provides a means for students to get involved in their education and gives them a voice in the decisions that affect their lives. It gives them opportunities to hope, trust, share, and learn by doing.

As advisers, we must continue to share our knowledge and experience with students. We must continue to value student activities enough to allow all students an opportunity to make such activities a viable part of their lives. We must be willing to lead and to watch students make honest mistakes as they learn. Remember, when people are committed and enthusiastic, marvelous things happen.

The last four letters of the word enthusiasm have tremendous meaning to the student activities adviser. Examine them in this manner: The letters I-A-S-M really stand for I Am Sold Myself. When you are sold yourself on student activities and committed to being an adviser, you have taken a giant step forward in helping youth.



Involvement in High School Activities Proves Vital

There is a secret in America's high schools that need not be hidden any longer. The secret is that involvement in activities is not just a way to have fun, be with friends, or demonstrate school spirit; it is a valuable educational tool and experience.

Whether it be interscholastic sports, music, drama, speech, student government, community service, clubs, or other positive groups, the benefits are significant and meaningful. Studies and statistics demonstrate that one of the best pieces of advice you could offer a young student is to get involved.

Benefits Of Activities

■ **Activities support the academic mission of schools.** Activities are not a diversion, but an extension of a good educational program. Our primary purpose in schools must continue to be the best possible education of each student. Academics have to come first, but effective learning involves physical and social skills development. These are furthered by the elements of fun and positive self-esteem.

Students who participate in activities programs tend to feel better about themselves, have higher grade point averages, better attendance records, lower drop-out rates, and fewer disciplinary problems than the uninvolved.

■ **Activities are inherently educational.** Activities programs provide valuable experience and lessons about many practical situations: teamwork, organization, sportsmanship, follow-through, winning and losing, hard work, success and failure. Through participation, students learn confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they may become responsible adults and productive citizens.

The goal of "prepare for life" goes far beyond teaching the traditional 3Rs. Active participation and learning by doing are natural parts of an activity-based program.

■ **Activities foster success in later life.** Participation in high school activities is often a predictor of later success—in college, a career, and becoming a contributing member of society. This is perhaps the least understood benefit; yet the evidence is clearly there to demonstrate the high correlation between involvement in activities and "success."

Students who get involved and carry through in high school continue that process and succeed at a significantly higher level than their counterparts who do not.



Common Questions about Student Involvement

Question: What evidence is there that students who are involved in activities make better grades and have better attendance?

Answer: Many studies have documented the link between participation in activities and higher grades/better attendance.

- A Minnesota study of 300 high schools reported the average student had a GPA of 2.68 (on a 4.0 scale). The GPA for student/athletes was 2.84. In attendance, the average student was absent 8.76 days per year compared to 7.44 for the athletes.

- Students involved in cocurricular activities programs attain a higher average GPA than those students who have not gotten involved in the programs. (Neish, 1993).

- A study in Kansas in the early '80s confirmed the findings, stating "Students busy in the activities program get better grades and are absent fewer days."

- Indiana University conducted a study for the National High School Federation in which it concluded that students participating in a number of activities not only achieve better academically, but also express greater satisfaction with the total high school experience. They differentiated between "high activity" students (four or more) and found a 3.05 GPA as compared to "low activity" students (one or less) with a 2.54 GPA.

Cocurricular activities that represent a rich array of opportunities and experiences may be one of the reasons many students stay in school, and/or find personal meaning for the first time in their lives. (Halnsly, Lupkowsky and Edlind, 1986).



That Man Is a Success

Who has lived well, laughed often and loved much;

Who has gained the respect of intelligent men and the love of children;

Who has filled his niche and accomplished his task;

Who leaves the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul;

Who never lacked appreciation of Earth's beauty or failed to express it;

Who looked for the best in others and gave the best he had.

—Unknown

Question: Do any findings indicate that being in high school activities is helpful after high school?

Answer: Yes. At least three important studies support the idea that being in high school activities is helpful after high school.

■ **The American College Testing Service compared the value of four factors in predicting "success" after high school.** Based upon happiness and self-satisfaction of those interviewed, it was discovered that grades in high school, grades in college, and high ACT scores were not useful as predictors of success. The one item that proved to be a significant predictor of success in life was achievement in school activities.

■ **The College Entrance Examination Board's Scholastic Aptitude Test was examined in much the same way.** It was found that having a high SAT score did not necessarily predict success in a chosen career. The best predictor of later successes was a person's independent, self-sustained ventures.

Teens who were active in school activities, had hobbies, or held jobs were found to be most likely to succeed at their chosen professions and to make creative contributions to their community.

■ **A four-year study was conducted by Educational Testing Service and the College Board.** Beginning in 1979 with 4,184 college freshmen and following up on 3,676 who graduated in 1984, it was again concluded that participation in activities is a much better indicator of overall college performance than any other yardstick.

Pre-admission interviews and the educational level of students' parents were also looked at, but discovered to be less accurate predictors than involvement in activities.

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What Makes a Good Adviser?

For a quick look at the qualities of a good adviser, take a closer look at the word ADVISER:

- A** ADAPTIVE
Alert and aware of actions and activities
- D** DEPENDABLE
Devoted to the idea of student activities
- V** VIGOROUS
Vital and visionary to the needs of students
- I** INSPIRATIONAL
Provides initiatives and ideas and involves others
- S** SENSITIVE
Sincere; sees schedules and follows through
- E** ENTHUSIASTIC
Confident and encouraging
- R** RESPONSIBLE
Respectful of the rights of others and helps attain goals of individuals and the organization.

When wondering what makes a good adviser, consider the following points.

An effective adviser...

1. Listens at the meetings
2. Lets the club officers take responsibility
3. Is very cooperative
4. Instills order just by being present
5. Adds good information
6. Is always willing to listen
7. Does not dominate the floor
8. Loves this type of work and enjoys the students
9. Knows parliamentary procedure well
10. Is influential with other teachers
11. Knows what is going on
12. Listens to ideas
13. Does not step in unnecessarily
14. Is extremely understanding of students
15. Is a person the club members can trust
16. Avoids promising anything he/she cannot give
17. Gets involved with the students
18. Is willing to let students try new things
19. Is honest
20. Does not try to influence the members when they are making decisions
21. Supports the club's decisions
22. Is interested in the students and is willing to spend time helping them
23. Does not act uncomfortable around students
24. Makes no arbitrary decisions
25. Is constantly on the lookout for anything that will help the club



An important skill for advisers is to listen so that people know you CARE. You do this by:

- C** CONCENTRATING
make eye contact
- A** ACCEPTING
it's not necessary to agree
- R** RESPONDING
physically and verbally
- E** EMPATHIZING
walk a mile in their shoes.

26. Is easy to get along with
27. Tries to understand all points of view
28. Is organized most of the time
29. Believes the club has meaning and importance in school
30. Is enthusiastic about trying new ideas
31. Always tries to have an answer to a question
32. Tries to direct the club's energies into effective leadership
33. Sticks with the members and helps to get things done
34. Is patient
35. Tries to get everyone involved
36. Cares about the members and other students
37. Has had experience
38. Gets things done
39. Attends every meeting
40. Has a sense of humor
41. Respects the rights of students.

On the other hand, consider the following when evaluating the adviser role.

An ineffective adviser...

1. Does not make suggestions
2. Fails to have faith in the council
3. Is not "up to speed" with activities of the council
4. Takes too much time to act on a decision
5. Avoids commitments
6. Is swayed by what teachers say
7. Expects too much of others
8. Listens only occasionally
9. Is not in touch with the personalities of the members
10. Beats around the bush



One ship goes east. Another west,

By the self same winds that blow.

Tis the set of the sails, and not the gales,

That determines the way to go.

Like ships at sea are the ways of fate,

As we voyage along through life.

*Tis the set of the soul that decides the
goal.*

And not the calm or strife.

—Unknown

11. Does not take enough responsibility
12. Dominates the meetings
13. Represents only the administration's view
14. "Dictates" instead of "leads" the group
15. Reduces the student council to an organization dealing only with social and fundraising events
16. Takes care of things the students should be doing
17. Does not listen to some suggestions
18. Seems impersonal and uninterested
19. Makes too many of the members' decisions
20. Seems to have a negative attitude
21. Is often sarcastic and cynical
22. Has so much to do that quality time is not dedicated to the club
23. Sometimes lacks confidence and gets defensive
24. Shows favoritism to members
25. Is inflexible
26. Does not step in and take charge when necessary
27. Has own ideas on how things should be done
28. Is too emotional
29. Sometimes hesitates to put new ideas to work
30. Talks too much and listens too little
31. Does not accept constructive criticism
32. Always tries to sway council members vote to his/her side

Another trait of a good adviser is to be a good time manager. Here are some common time wasters to avoid.



Time Wasters...

- Accepting too many jobs at one time
- Blaming other people for mistakes
- Failing to set priorities
- Changing priorities

- Conflicting commitments
- Distractions, lack of concentration
- Procrastinating
- Allowing too much clutter/neatness
- Failing to let other people work on their own
- Failing to share expectations
- Failing to plan adequately
- Involving too few people
- Allowing interruptions
- Lacking clear goals
- Lacking information
- Failing to find routine ways to handle routine problems
- Having low morale, poor attitude
- Managing by crisis
- Holding too many meetings, poor meetings
- Losing files and materials
- Having no daily/weekly plan
- Using outdated methods
- Allowing personal conflicts among members to interfere
- Having personal insecurities
- Communicating poorly
- Using poor filing systems
- Having poor listening habits
- Taking on too many personal activities
- Getting too many people involved in decisions
- Allowing work to go unfinished
- Spending more time on the phone than necessary
- Doing unnecessary jobs
- Writing letters, memos, and reports that could be written by someone else.



Personal Time Management

To improve your personal effectiveness, try these tips.

- Pinpoint the time of day when you are most productive. Use it.
- Eliminate distractions during prime time.
- Schedule high priority jobs for prime hours.
- Schedule tough and ugly jobs for prime time.
- Schedule easier and more interesting tasks for off peak times.
- Give low priority tasks the least attention.
- Eliminate unimportant activities.
- Make decisions now.
- Make more realistic estimates of the time needed to complete tasks.
- Prepare a list of jobs to do each day. Prioritize them.
- Break up tasks into manageable sections.
- Set deadlines for each segment.
- Finish tasks before starting new ones.
- Delegate jobs that can be done by others.
- Eliminate excessive paperwork.
- Limit conversations to important issues.
- Pace work to get results within a reasonable period of time.
- Schedule breaks or changes in routine to avoid fatigue.
- Limit the number of hours you work each week.
- Work while others are at lunch. Eat earlier or later than others.
- Arrive at important appointments on time by listing the time you have to leave, not the time of the appointment.
- Have only one project on the desk at a time (the one you are working on now).

- Ask for more information when you do not understand or need more facts.
- Keep communication lines open.
- Train members to take over new tasks.
- Anticipate changes and prepare for them.
- Confine conflicts to issues instead of personalities.

To increase your efficiency, try these ideas.

- List current activities.
- Compare current activities to targeted goals and objectives.
- Eliminate activities that are unrelated to goals.
- Establish a quiet hour. Don't accept phone calls and visitors during this time.
- Arrange work in the order of priority. Work on the highest priority task first. When it is completed, move on to the next highest priority.
- Eliminate wasted motion.
- Establish quality channels of communication.
- Write down ideas and reminders as soon as they occur to you. Then return immediately to what you were doing.
- Combine errands as you would combine errands on a shopping trip—or let someone else do them.
- Exercise regularly.
- Get enough sleep.



*Isn't it strange that princes and kings
And clowns who caper sawdust rings
And common folks like you and me
Are builders of eternity?
To each is given a bag of tools,
A shapeless mass, a set of rules
And each must carve 'ere life is flown
A stumbling block-or a stepping stone.*

—Unknown

Other Tips for Success

Enjoy a Good Principal/Adviser Relationship

An indispensable factor in the success or failure of student activity programs is how the adviser works with the principal. He/she is essential to success. Remember that you are dealing with not only the job or position of the principal, but also the person. Get to know and gain the respect/support of the individual.

Be aware of laws and board policies and lead the students toward a better understanding of them. Drawing attention to the school because of illegal or improper activities has a serious negative affect on programs and hinders support.

Have a Plan

Be well-prepared with a written plan and all the relevant facts and figures when you meet with the principal. Be willing to compromise or modify in order to bring about desired change. Remember that most conflicts are simply misunderstandings and lack of communication.

Get Organized and Get It Done

There are lots of materials and workshops available on time management, organizational skills, and ways to avoid wasting time. There will NEVER be enough time to get everything done in student activities that could and should be done. Keep in mind that you cannot do it alone, get as many people actively involved as possible, gain the support of your staff and administration, do the best that you can do with the resources available, keep a positive attitude and high self-esteem level, and avoid time wasters.

17 A



CHAPTER THREE

Activity Planning

This section gives the activity adviser a better understanding of the mechanics involved in year-long planning and in individual activity planning.

The purpose of year-long planning is to avoid overlapping use of school facilities or clusters of conflicting activities. Year-long planning also helps ensure that the goals of the club are met.

When planning an activity, simple plans work best. To keep the process simple, you need ask only three questions. We begin with an agreement of deciding to do it, and we agree why we are doing it, then:

1. What needs to be done?
2. Who is going to do it?
3. When must it be completed?

The answers to these questions are critical for successful planning.

Suggested methods for both year-long planning and individual activity planning are included on the following pages, along with activity ideas. Also included are checklists you will find useful for your planning.

Steps for a Successful Activity

As leaders, your success depends upon your ability to solve problems and to conduct activities involving people.

Successful leaders have learned that careful, step-by-step planning is necessary to achieve goals. Experience shows that a six-step formula, carefully applied and followed, is the most effective means of reaching goals.

- I. Evaluate (the problem, activity, or need)
 - A. What was done before?
 - B. What are we doing now?
 - C. How can we do it better?
 - D. Brainstorm (List all factors involved, both pro and con)
- II. Develop Goals Based on Evaluation of Problems or Activities
 - A. What do we hope to achieve?
 - B. Why are we doing it? Is it motivational?
 - C. How shall we do it? Develop a plan of action.
- III. Develop a Plan of Action for Each Goal
 - A. Outline steps and procedures (How to do it)
 - B. Assign responsibilities (Who will do it?)
 - C. Require progress reports (How are we doing?)
 - D. Set deadlines (When must it be done?)
 - E. Make a checklist of steps and procedures and follow it.
- IV. Communicate
 - A. Decide who is concerned. Who must be reached?
 - B. How are they involved or affected? Then tell them.

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- C. How will they benefit? Then tell them.
- D. How can you best reach them?

V. Practice Good Human Relations

- A. Ask for help (personally and in written form) of students and faculty.
- B. Appeal to emotions: Positive emotions—loyalty, pride, spirit, recognition. Avoid negative emotions—fear, vanity, ego, and “What’s in it for me?”
- C. Demonstrate sincerity and selflessness in all approaches. Example: “We are doing this for US and for YOU.” Also, “service above self.”
- D. Involve the nonparticipants. Invite them to planning meetings. Tell them that you need their help. Most importantly, use their help when possible.
- E. Show your appreciation with sincere spoken and written “thank you’s.” Give public recognition to contributors, awards for service, and letters of appreciation to parents.

VI. Evaluate Your Progress. Have an evaluation meeting and make written records in regard to:

- A. How did we do (Where did we succeed or fail?)
- B. How can we do it better next time?
- C. Make a written chronological record of each step in the activity or project with recommendations for repeating or improving.
- D. Report final results of the activity, project, or goal to all concerned, including the principal, faculty, and students. Make sure that this result is an honest evaluation of strong and weak points.
- E. Apply what you learned to new goals and projects.

Plan Ahead...A Full-Year Calendar

I. Why plan ahead?

- A. Preparation is necessary for a complete project.
- B. It permits involvement of others.
- C. Communication is necessary to allow others to participate.
- D. Prevents conflicts in dates.
- E. Efficient use of facilities.
- F. Chance to discuss openly the program/project/year.
- G. Go through proper channels of authority.
- H. Committees have time to prepare reports, etc.
- I. Principal is informed of projects.
- J. Goals are established for club.

II. Who plans ahead?

- A. Executive committee
- B. Members
- C. Adviser
- D. Principal
- E. Faculty
- F. YOU

III. What do we plan for?

- A. Entire school year, tentative dates
- B. Permanent meeting dates
- C. Projects
 - 1. Raising funds
 - 2. Dances
 - 3. Entertainment programs
 - 4. Workshops
- D. Post monthly activities in each room
- E. Calendar includes:
 - 1. Sports
 - 2. Meetings
 - 3. Sales
 - 4. Plays
 - 5. Drives

Yearly Planning Form

Date: _____

Now—Here is a sweeping overview of this year. PROJECTS selected to achieve our GOALS.

September	October
Goals: _____ Projects _____	Goals: _____ Projects _____
November	December
Goals: _____ Projects _____	Goals: _____ Projects _____
January	February
Goals: _____ Projects _____	Goals: _____ Projects _____
March	April
Goals: _____ Projects _____	Goals: _____ Projects _____
May	June
Goals: _____ Projects _____	Goals: _____ Projects _____

Monthly Calendar Worksheet

Month: _____

Major Personal Goal: _____

Planner: _____

Major Group Goal: _____

SUN	MON	TUES	WED	THURS	FRI	SAT

Getting Started

General Guidelines

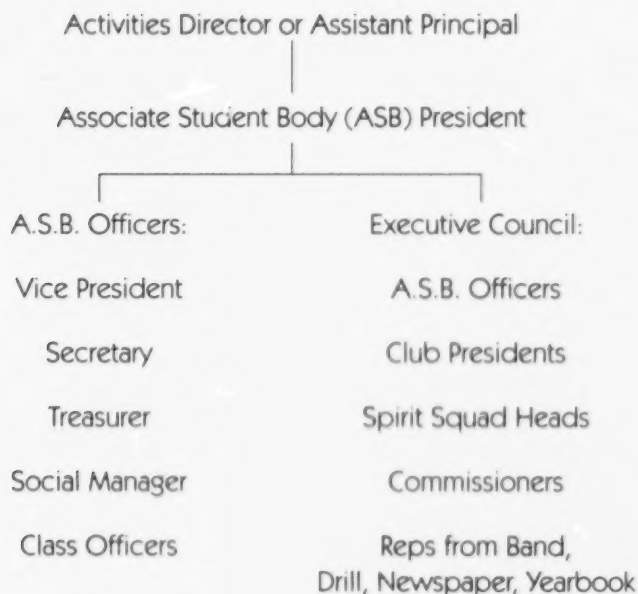
- 1. Meet with your officers during the first two weeks of school to determine dates and times of meetings.** All officers should commit to these meetings. You have the right to tell them if they miss meetings they can be removed from office.
- 2. When you have your first meeting, ask officers to plan and set a calendar for their yearly activities** such as fundraisers, Homecoming float building, dances, and school and community service activities. (See page 17). To request an activity see Chapter 7.
- 3. Activity evaluation forms should be turned at the end of each activity.** (See Chapter 7.)
- 4. Use the Daily Bulletin Announcement Form to announce meetings.** This form should be submitted 24 hours before it is to be read. (See Chapter 7.)
- 5. Set a policy for painting and hanging posters.** Set a time when posters may be painted. Designate areas in which posters may not be hung.
- 6. Within the first two or three weeks of school, hold a Club Day during lunch.** This is a good time to publicize clubs and sign up members. Have officers make up brochures for their clubs that include the group's name, meeting room, and important phone numbers. Include a paragraph about the club's activities and goals. Each club should hang a poster in front of their table with someone there ready to talk about membership.

7. Maintain an up-to-date membership roster of students actively participating—those who attend meetings, work on fundraisers, work on Homecoming, etc. Require that regular membership is necessary to maintain and “claim” membership in your club.

8. Do not allow hazing of new members. No one should be asked to dress differently, wear their hair differently, or do anything that would draw negative attention to them or the organization. All students must be treated with dignity and respect.



Sample Organizational Chart



Suggested Activities

A U G U S T

Teacher Breakfast/Coffee/Ice Cream Social	Parking Stickers
Teacher Tea	Club Day
Faculty Orientation Dinner	Big/Little Sister/Brother Picnic
Pre-Registration	Homecoming Meeting
Registration	Ice Cream Social
Orientation	Athletic Event
Senior Reception	Beach Party
Sophomore Orientation	Student IDs
Freshman/Senior Mixer	Student Directory
Freshman Orientation/Mixer	Watermelon Party
Freshman Assembly	School Picnic
Freshman/New Student Orientation	Regional Before-School Dance
Freshman/Parents Orientation	New Student Tea
New Student Luncheon	Executive Board Lock-in Workshop
New Student Orientation	Student Tutor Program
Back-to-School Dance	Bon Voyage, Old Officers
Leadership	Back-to School Swim Party
Workshop/Camp/Retreat	Paint School (Refurbish)
Meet with Principal	Decorate Lockers
Take Principal to Lunch	August Birthdays
Executive Meetings	Classroom Set-Up
Car Wash	New Book Sale
Inter-Squad Game	Try-outs
Carnival	Triathlon
Summer Dance	Barbecue
Campus Clean-Up	Leaf Rake
Hall Decorating	Leadership Training at State and National Camps (call NASSP-Student Activities Office for more information)
Jamboree	

S E P T E M B E R

Pep Assemblies	Beach Day
Balloon Day	Inner tube Water Polo
Student Welcome	Sports
Girl ask Guy Dance	Rock-a-Thon
Welcome Back Dance	Retreat Workshop
Football Concessions	Bake sale
Spirit Buttons	Concessions
T-Shirts	Welcome Back Assembly
Freshman Orientation	Freshman Elections
Ice Cream Mixer	Doughnut Day
Gym Clothes Sale	Representatives Election
JV vs. Varsity Football Game	Class/Club Mixer
Mum Sales	Paper Drive
Beach Party	Secret Pals
Brown Bag Lunch	Leadership Retreat
Coffee Mug Sale	Welcome Freshman Party
Freshman "Are you okay?"	Fall Workshop
Phone Calls	Club Member Workshop
Fiesta	Principal Assembly
Teacher Appreciation Breakfast	Spirit Week
Telethon Involvement	Newcomers/Freshman Party
Teachers' Tea	Teacher Secret Pals
Howdy Dance	Student Council Lock-In
Fall Sports Assembly	NHS Induction
September Birthdays	Apple Sale
Apples to Teachers	Club Sign-Up Day
Big Brother/Little Brother	Faculty Orientation
Big Sister/Little Sister	Dress-Up Days
Fall Festival	Tug-o-War Faculty vs. Students
Battle of the Bands	Skit Night (Pep Rally)
Survival Kits	Yearbook Ad Sale
Information Booths	Back-to-School Night

O C T O B E R

Mud Volleyball	Concessions
Homecoming Dance	Workshops
Pumpkin Contest	Lock-in
Blood Drive	Freshman Elections
Hay Ride	Homecoming
Harvest Dance	Pep Rally (floats, skits)
Halloween Dance	Halloween Assembly
Haunted House	Reverse Halloween
Great Pumpkin Contest	Pumpkin-grams
Band Night	Bon Fire
Pep Assemblies	Flower Sale
Spirit Days/Week	Pizza Sale
Spaghetti Dinner	UNICEF Drive
Luau	Oktoberfest
Pumpkin Sculpture	Halloween Carnival
Hall Decorating	Masquerade Dance
Backwards Day	Trick-or-Treat at Nursing Home
Color Day	October Birthdays
Homecoming Assembly/Coronation	Club Fair
New Games	Halloween Safety Talk with Elementary Students
Powder-Puff Football	Spook-O-Grams
Challenge of the Sexes	Hall Decorations
Challenge of the Classes	Pumpkin Carols
Alumni Banquet	Parade
Class Competition	Spook Movie
Movies	Halloween Sack for Teachers
Building Decorations	Candy Collection for Children's Hospital
District Convention	Field Day
Columbus Day	
Evening Pep Rally	
Gym Wear Sale	

N O V E M B E R

Magazine Sales	Thanksgiving Dance
L'il Abner	Canned Food Drive
Veterans' Day Assembly	Teacher Appreciation
Coach Appreciation Day	November Birthdays
Gym Wear Sale	Nursing Home visit on Thanksgiving
Ice Cream Race	Decorate School
Turkey of the Week	School Olympics
Harvest Hop	Intramural Football Game
Turkey Baskets for Homeless	Carnival
Turkey Raffle	Kiss-a-Turkey Day
Basketball	Sports Rally
Fall Sports Award Assembly/Banquet	Elections—Political Forums
Winter Sports Award Assembly/Banquet	Voter Registration Assistance
Door Decorating	Harvest Ball
Spirit Days	Bon Fire
Spirit Chains	Ice Cream Social
Pep Assembly	Class Skate
Turkey Hunt	Class Competition
Turkey-grams	Hall Dance
Homecoming	Carnation Sales
Smile-a-gram	Parade
Thanksgiving Assembly	Scavenger Hunt
Trust Games	Tutoring
Turkey Legs Contest	NHS National Conference for Advisers and NHS Members (contact NASSP Student Activities for more information)
School Play	
Student Appreciation Day	
Holiday Ham	

D E C E M B E R

Holiday Dance	Holiday-gram
Christmas Cards	Toys-for-Tots
Salvation Army	Canned Food Drive
School Decorations	Red/Green Day
Take-picture-with Santa	Family Dinner
Caroling	Adopt-a-Family
Holiday Assembly	Music in the Halls
Club Christmas Party	Holidays-Around-the-World
Babysitting	Hayride
Toy Drive	Children of Faculty Party
New Year's Eve Dance	Student/Teacher Gift Exchange
Blood Drive	Candlelight Luncheon
Secret Pals	Class/Club Picnic
Spirit Chains	Ski Festival
Candy Canes	Holiday Concert
Founder's Day	Clothing Drive
Holiday Parade	Choir Lunchtime Concert
Winter Dance	Class Decorating Contest
New Year's Assembly	Trees for Senior Citizens
Visit Senior Citizens	Ornament Sales
Night Club	Door Decorating Contest
Winter Formal	Blues Week
Breakfast with Santa	Honor Roll
Caroling at Senior Citizens' Home	December Birthdays
Singing Christmas Cards	Class Tree Decorating Contest
Decorating Trees and Halls	Dinner for Teachers
Holiday Ham Contest	Candy Sale
Clone Dance	Appreciation Week
Faculty Party	Exam Dance
Christmas Kisses	Tree Lighting Party

J A N U A R Y

Back-to-School Hop	Drug Assembly
Color Day	Class/Club Evaluation
Blood Drive	Class/Club Workshop
Clothing Drive	'40s Dance
Teacher Appreciation Day	Hawaiian Luau
Exam Dance	Sadie Hawkins
Secret Pals	Community Clean-Up Day
Snow Sculpting Contest	Frisbee Contest
Ski Trip	Student vs. Faculty Snowball Fight
Beach Dance	MoRP (Prom)
Father-Daughter Dinner Dance	Talent Show
New Year's Dance	Toga Dance
Snowman-Building Contest	Spirit Week
Senior Class Bake Sale	Campus Clean-Up
Mother-Son Night Out	January Birthdays
Snowball Fight	Community Service Project
Candy Bar Sales	Adviser Training for Advisers
Movies	(contact NASSP Student Activities
Teacher Appreciation	for more information)

F E B R U A R Y

Singing Valentines
Sadie Hawkins Dance
Love Coupons
Mr. Valentino
Retreat
Beach Dance
 Blood Drive
Valentine Queen & King
Kissing Booth
Basketball Homecoming
Groundhog Dance
Spirit Week
"Hush" Day
Teacher Appreciation Day
Winter Sports Royalty
Pep Rally
Valentine Card Sale
School Musical
Thank-You Grams for Teachers
Sweetheart Dance
Sell Val-O-Grams
Candy-Grams

Carnation Sale
Holiday Dance
Presidents Birthday Celebration
Dating Game
Computer Dating/Dance
Ski Trip
Talent Show
Pancake Breakfast
Singing Telegrams
Snowcoming Dance and Dress-Up
 Week
Rodeo Day and Dress-Up
February Birthdays
Sweetheart Kisses
Groundhog Day
Candy Kisses
Sign up for NASC (NASC)
 Weekend area conferences for
 student adviser training and
 motivation (contact NASSP
 Student Activities for more
 information)

M A R C H

Dance Marathon
 Raffle Tickets
 Teacher Appreciation
 Sell Green Carnations
 Visit Senior Citizens' Home
 March Birthdays
 Blood Bank
 Prom
 Casino Night
 Green Day
 Basketball Spirit Week
 Elections
 Dating Game
 Fashion Show
 Spring Sports
 Spirit Week
 Talent Show
 March of Dimes Fundraiser
 Ice Cream Social
 Kite Contest
 Song Contest
 Hidden Clover
 Scavenger Hunt
 Message Cupcakes
 Appreciation Week:
 Teachers
 Librarians
 Cooks
 Custodians
 Secretaries
 Student Recognition

Message with Free Carnation
 Kite Flying Contest
 Mardi Gras Parade/Dress Up
 (crazy)
 St. Patrick's Day Dance
 School Play
 Spring Break
 Volleyball Tournament
 Student/Faculty Basketball
 Movie Night
 Band Concert
 Volleyball Marathon
 College Night
 Career Day
 Sadie Hawkin's Dance
 Clothes Drive
 Student Council Exchange
 Faculty Variety Show
 Film Festival
 Elementary Read-a-Thon
 Frisbee Throwing Contest
 Green Doughnut Day
 Scholarship Drive
 Spirit Week—Toga Day
 Spring Dance
 Adviser training—send school
 activity advisers to a weekend
 workshop to be trained and
 motivated and say thank you for
 a job well done (contact NASSP
 Student Activities for more
 information)

A P R I L

Prom	April Fool's Dance
Spirit Week	Tug-o-War Between Classes
Movie Nights	Spring Fling
Cheerleading Tryouts	Faculty Breakfast
April Fool's Day (Backwards Day)	Nursing Home Visits
Food Drive	Junior Prom
Teacher Appreciation	Student Council Week
Spring Sports Assembly	April Fool's Day Activities
Student Exchange	Blood Drive
Spring Workshop	Spring Sports Banquet
Elections	Variety Night Talent Show
Student of the Month	Adopt-a-Grandparent
Senior Citizens' Dance	Battle of the Bands
Bunny-Grams	Carnation Day
Leadership Day	Recognition Day
Flower Sales	Special Olympics
Battle of the Bands	State Conventions
Almost Anything Goes	Senior Luau
Spring Play/Musical	Sadie Hawkins Dance
Register for Summer Camp	Class Favorites Day
Marathon Dance	April Birthdays
Dance Concert	Senior Trip
Raffle	Grad Night
Spring Banquet	Celebration of National Student
Spring Sports Spectacular	Leadership Week (Sponsored by
Volleyball Marathon	NASSP-Student Activities. Held
Band Concerts	the third week of April)
Keep-a-Straight-Face Contest	Register for Leadership Training
Pizza Sale	this summer (contact NASSP
Mission Possible Week	Student Activities for more
	information)

M A Y

Prom	Quill & Scroll Banquet
Graduation	Mother/Daughter Luncheon
Honors Banquet/Assembly	Senior Recognition
Luau Dance/Feast	Yearbook Signing Party
Elections	Used Book Sale
Orientation	Athletic Banquet
Ethnic Dinner	Paper Drive
Spring Festival	Beach Day
Senior Week/Day	Graduation Dance/Movie/Breakfast
Car Wash	Graduation Party
Senior Ball	School Fair
Memories Assembly	Students vs. Faculty in Athletics
Flower Sale	Picnic
Senior Assembly	New Officer Installation
Campus Clean-Up	Field Day
Club Banquet	Senior Follies
Spring Sports Banquet	Evaluate Year
Senior Goodbye Grams	Presidents of Clubs Tea
Executive Committee Elections	May Birthdays
Almost Anything Goes	Honors Day
Carnival	Senior Banquet
May Day	Elementary School Workshops
Teacher Appreciation Breakfast	End-of-School Concert
Special Olympics Pep Rally	Register for July/August Leadership
End-of-School Workshops	Camps (contact NASSP Student
Fine Arts Banquet	Activities for more information)
NHS Introduction	

Fundraising

Fundraising is one of the few sources of income for the student body. It may be done in many ways, centralized or by individual organization. In a centralized program, all funds raised by the student body are dispersed to various clubs and organizations. In an individual system, clubs raise their own funds to finance their needs.

It is a good idea to send a list of planned fundraisers to the school district at the beginning of the school year. That way, the board can give its approval.

Keep in mind that there are laws that govern the work of minors. Door-to-door sales, for example, could be interpreted as too dangerous for minors. Check with your school board for laws that govern your local area and state with regard to fundraising.



Fundraising Guidelines

Before you begin a fundraising program:

1. Meet with the person in charge of student activities to:
 - a. Discuss procedures
 - b. Sign up for the fundraising calendar
 - c. Go over the financial requirements
 - d. Complete forms
 - e. Submit all pertinent information regarding the company with which you plan to deal
 - f. Secure approval for your project.
2. Prepare a list of student fundraising participants (i.e. team, class, club) and submit it to the person in charge of school fundraisers.

3. Turn in money collected to person in charge of fundraisers on a daily or pre-set schedule. Sign and return "Funds Turned In" form and retain receipt for your records.
4. Sign and turn in "Request for Check" form with invoices and/or receipts.

A Model for Fundraisers

Things to consider:

1. Select the item to sell. Know your dealer and the product before you commit to a sale. Check with other advisers in your area and ask for references.
2. Will the company assist with you with the sale? Will they put on the fundraising assembly, for example?
3. Does the company furnish sales aids, sales charts, and do they have a prize and reward system? What sales incentive programs have worked at other schools in which their product has been sold?
4. Will the company reserve your area for your sale only and not let other groups sell in the same area at the same time?
5. How much profit will you make on the item that is being sold?
6. Can unsold items be returned for a full refund?
7. Can items that are not sold be sold later or are they useless after a certain date?
8. Are the items in stock so that you can have quick delivery, or is it a special item that takes weeks for delivery?
9. Do the students sell the item or do they take orders from sales kits, samples, or catalogs? Note: Make sure that if they are selling from a catalog, there are no items that might be offensive, i.e. posters that knock education or homework.
10. What is the your first impression of the sale item? Will it sell well at school or in the community? Make sure you get a broad sampling of students if it is something you want to sell on campus. How does it look, taste, smell, or

work? Will the purchaser want or need it? Try your best to select an item the customer will really want and can use. Is the product a one-time sale, or will there be a chance for repeat sales? Is the price right for quick sales? Does the item have a proven sales record in similar communities?

Set the Date

Pick dates that are not in conflict with other community fundraisers. Clear the date with the school and the school district.

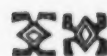
Spring and fall seem to be the best time for sales. Tax time and right after Christmas appear to be the worst times. Be careful not to have a fundraiser right before a vacation. There can be too much lag time between turning in the order forms and money.

Sales Contract

An order with a company is a contract involving a large amount of money. Never pay the money up front. The contract should stipulate in writing what has been agreed to between you and the company. Such things as size of order, delivery date, return privileges, and special discounts should be included in the order. Any oral promises that the sales representative makes should be put in writing.

Publicize Your Fundraiser

Give the community plenty of notice about your fundraiser. Advertise in the school newsletter. Talk it up with the student body. It is important that everyone know why you are having the fundraiser. Be specific! Don't say it is for the school activity program, but rather it is for the student recognition program, etc.



Sales Awards and Prizes

Make sure your incentive program is appropriate for the age of students who are participating in the sale. Prizes for children prove to be disastrous if the sale is aimed at older students. Money is always a successful incentive.

Involve the faculty. Have a Faculty Follies. Set daily and total sales goals. If the students reach certain daily goals, then members of the faculty might volunteer to do crazy things, such as not wearing a tie all week, shaving off a staff member's beard, or running laps.



Fundraiser Assembly and Kickoff

Give each student a printed information sheet and go over it with the group. Include the following on this form:

- Information about the product
- Dates of the sale
- Procedure for keeping records
- Procedure for turning in money
- Reason for the fundraiser
- Cost of the item
- Deadline for turning in money
- Procedure for winning prizes
- Procedure for care of product
- Sales hints/sample sales pitch



Evaluation

Probably the most important key to a successful fundraiser is the evaluation. After the fundraiser is over, examine the strengths and weaknesses of the program. Do not sign a contract for next year until you have thoroughly evaluated the fundraiser with all members of the school community.

Types of Fundraisers

The type of fundraiser you will have depends on the following:

- How much money you want to earn?
- Is it a spirit fundraiser?
- Is it for the entire community or just the students?

To determine the fundraiser you should have, assess your needs.

- What product or service can you sell that a majority of the student body will take part in?
- What fundraiser can you have that will cause little disruption to instruction?
- What has proven to be successful at the school before?

On Campus:

Flower Sales	Student/Faculty Games
Student Store	Rummage Sales
Vending Machines	Photo with Holiday Figure
Auctions	Air Band Contests
Spirit Ribbons	Dances
Card Sales	Bake Sales
Flea Markets	Birthday Cards
Car Wash	Battle of the Bands
Spirit Items	Student Directory
Concession Stands	Carnivals
Balloons	Holiday Baskets
Spaghetti Dinner	Talent Show
Yearbook	

Off Campus:

Magazine Sales	Pizza Sales
Cheese and Sausage Sale	Holiday Wrap
Posters	Candy
A-Thons	Sports Calendar

Jewelry Sale
Holiday Cards

Coupon Book

Community:

Booster Clubs
Direct Appeal

Organizations
Local Service



A-Thons:

Some of the key points to running a successful A-Thon include:

1. Print a tally sheet that explains the program and is signed by each sponsor to indicate the amount he or she will pay based on time or distance.
2. Set a limit on performance so that the sponsor will know exactly how much it will cost.
3. Offer prizes (incentives) to contestants. Make the prizes incremental based on the amount of money raised—the more money raised, the more valuable the prize.
4. Check each card and sign each card to certify the performance of that individual and to have a record of what amount he or she should be collecting.
5. Set a deadline for collections.
6. Remember that mass participation is the secret to success. The average participant should raise \$30–\$50. The number of participants determines your profit.
7. Impress upon the contestants that they have three main tasks:
 - Get sponsors
 - Perform
 - Collect the money.

They **MUST** complete all three tasks to raise a lot of money. This is why awards should be based on money raised, rather than on performance alone.

Sample Activity Fundraiser Request Form

Club or Organization: _____

Adviser in Charge: _____

Date(s) of Activity: _____

Type of Activity/Fundraiser: _____

Time—Does it involve school time? ☐ YES ☐ NO - If "Yes", please state the exact times in the "Comments" section below.

Price of Admission/Fundraiser Item: _____

Proceeds to be used for: _____

Comments: _____

Adviser Signature: _____

Date: _____

☐ Approved

☐ Not Approved

CHAPTER SEVEN

Activities Forms

Request for an Activity

Today's Date: _____ Date of Activity: _____

Sponsored By: _____

Title of Activity: _____

Description of Activity (who, what, where, how?): _____

Estimated Costs: _____

Signature of Adviser: _____

Submitted By: _____

Approved: ☐ Yes ☐ No

Signature of Approval: _____

Date: _____

Activity Evaluation Form

Today's Date: _____ Date of Activity: _____

Sponsored By: _____

Title of Activity: _____

Ultimate Success?: ☐ Yes ☐ No

Synopsis of Activity: _____

What Could Have Been Done To Make It Better?: _____

Daily Bulletin Announcement Form

Due by 12 Noon of the Preceding Day
Place in Appropriate Box in Front Office

1. Category (check ONE only):

General Information:

☐ Senior

☐ Junior

☐ Sophomore

☐ Freshman

☐ Faculty

2. Day/Date To Be Published (check ONE day only):

Day:

☐ MON.

☐ TUES.

☐ WED.

☐ THUR.

☐ FRI.

Date: _____

3. Subject Heading (Be concise):

4. Announcement (Be concise! Include the day, time, and place. AVOID repetition):

5. Approval (Faculty signature is REQUIRED for any announcement):

Approved by: _____

High School District Funds Turned In

Date: _____

Organization: _____

Activity: _____

Quantity

Checks		=	\$	
\$100.00 x		=	\$	
50.00 x		=	\$	
20.00 x		=	\$	
10.00 x		=	\$	
5.00 x		=	\$	
2.00 x		=	\$	
1.00 x		=	\$	
.50 x		=	\$	
.25 x		=	\$	
.10 x		=	\$	
.05 x		=	\$	
.01 x		=	\$	
Total:			\$	
Less Change:			\$	
Net Total:			\$	

Depositor

Receipt Number

Organization Adviser

Bookeeper

High School Request for Check Form

Organization: _____

Date: _____

Amount \$: _____

Invoice or Receipt Must Accompany This Request

Pay To:

Name

Street

City

State

Zip

Purpose: _____

Approved:

Adviser

Pick Up: _____

Student Representative

Mail: _____

School Administrator

Teacher's Box: _____

Check Disposition

Picked Up By: _____ Date: _____

Put In: _____ Box Date _____

Teacher/Coach Name

Mailed On _____

Date

For Office Use Only

Check No : _____

Check Date: _____

Amount \$: _____

Account No.: _____

Sample Purchase Order Request

Organization: _____ Mail: _____

Date: _____ Account #: _____ Place in Box: _____

Reason for Purchase: _____

Quantity	Goods or Services	Estimated Cost

Company: _____

Address: _____

P.O. No.: _____

Requested by: _____

Approved:

Faculty Adviser

Student Representative

School Administrator

Sample Request for Change/Cash Box

Today's Date: _____

Event _____ Nickels _____ rolls at _____ = _____

Date Of Event _____ Dimes _____ rolls at _____ = _____

Location _____ Quarters _____ rolls at _____ = _____

Sponsored By _____ One Dollar Bills _____ = _____

Five Dollar Bills _____ = _____

Ten Dollar Bills _____ = _____

TOTAL _____ = _____

Signature of person taking the change

Date Returned

Financial Administrator

On Campus Event Planning Guide

Dance Information: Date _____ Time: _____

Place: _____ Sponsoring Group _____

Theme: _____

Name of Chairperson: _____ Co-Chair _____

Chairperson's Checklist:

- _____ GUIDELINES: Go over guidelines with administrator.
- _____ FUNDS: Review funding/cash box with financial administrator.
- _____ FACILITY: Reserve facility at least four-six weeks in advance.
- _____ DJ: Book DJ/Band at least four weeks in advance.
- _____ SECURITY: Order security at least four weeks in advance.
- _____ EQUIPMENT: Arrange for all equipment and supplies needed.
- _____ SUPERVISION: Check with activities administrator to see if all supervision is covered.
- _____ PASSES: Check with activities administrator to see if any off-campus or late arrival passes will be honored.
- _____ PHOTOGRAPHER: Secure a photographer if needed. See activities administrator for names of photo companies. Book four weeks in advance.
- _____ CHECK ROOM: Will you have a check room for valuables? Who will supervise?
- _____ PAYMENT CHECKS: Request at least one week in advance. Turn in to financial administrator.
- _____ CUSTODIANS: Check with head custodian to let him know when DJ will set up. Will additional fees be charged for clean-up?

Co-Chairs:

- Decorations _____
- Lighting, special effects _____
- Publicity _____
- Ticket sales/pre sales _____
- Refreshments _____
- Clean-up _____

On Campus Event Planning Guide

Dance Personnel Duties:

Ticket Sales	7:45 - 8:30 pm	_____	_____
	8:30 - 9:15 pm	_____	_____
Ticket Takers	7:45 - 8:30 pm	_____	_____
	8:30 - 9:15 pm	_____	_____
Refreshments	7:45 - 8:30 pm	_____	_____
	8:30 - 9:15 pm	_____	_____
	9:15 - 10:00 pm	_____	_____
	10:00 - 10:45 pm	_____	_____
Decorations		_____	_____
Clean-Up		_____	_____

Turn in a copy of this completed form
to the activities administrator
one week in advance of your dance date.

Formal Event Planning Guide

Name of Facility _____

Contact Person _____ Phone _____

Dates Available _____

FRI _____ SAT _____ FRI _____ SAT _____

Room:

Name of _____ Capacity _____

Type of tables _____ Number at each table _____

Are table centerpieces provided? _____ Room Cost \$ _____

Flat Fee _____ Per person rate _____

Are chaperones free? _____ Cost includes: _____

Dance Floor:

Size _____ Can it be larger? _____ Max size _____

Additional fee? _____ How much? _____

Where is DJ located? _____ What time can DJ arrive? _____

Separate area for photographer? _____ Extra cost? _____

Contract:

How far in advance of booking date will a contract be issued? _____

How far in advance of the booked date will the facility guarantee the school will not be bumped? _____

How far in advance must you give the facility a guaranteed number count on those attending? _____

Is a deposit necessary? _____ How far in advance? _____ Amount _____

Formal Event Planning Guide

Food and Drinks:

What is the range of prices for a full dinner? _____ Served or buffet? _____

What is the range of prices for hors d'oeuvres? _____

What is the range of prices for dessert? _____

If food is ordered, is the room rate reduced? _____ If so, how much? _____

What is the price of soft drinks/punch per person? _____

Is a soda bar available? _____ Cost per person for soda bar? _____

Is beverage included in room cost? _____

Additional notes on food/drink _____

Obtain Copies of Menus for Final Decisions

Decorations:

Are any decorations included in the room cost? _____

If so, what is included? _____

Are we allowed to decorate? _____ What are limitations? _____

What time can we get in to decorate? _____

Parking:

Is there ample parking? _____ Cost for parking? _____ (Amount) _____

Other:

Are there other charges? _____

Where are the restrooms located? _____

Is a coat check available? _____ Is there a charge? _____ (Amount) _____

Does the facility provide security? _____ Extra charge? _____

Can we bring in our own security? _____

page 2



The National Association of Secondary School Principals sponsors the following organizations



NASSP administers programs for these organizations.
For more information about products or programs,
contact NASSP Student Activities by calling (703) 860-0200.